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ABSTRACT

In-service training materials, dealing with family and home, for teachers of the educable mentally retarded are presented. The unit on the family is designed for the advanced special education pupil who is 15 years old or more. A list of subunits to be explored is given, resource materials listed and experience chart information supplied. Such areas as food, grooming, sex education, safety, homemaking and leisure time are examined. The intermediate level volume is available as EC 031 388. (CD)

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EC031248

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IN-SERVICE TRAINING MATERIALS FOR TEACHERS OF THE EDUCABLE MENTALLY RETARDED

Session II

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Experience Unit

Family and Home

Advanced Level

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OFFICE OF EDUCATION

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FAMILY AND HOME

C. A. Level 15+

Preliminary Steps

I. Selection of Unit: FAMILY AND HOME

Why are you including this unit in your curriculum?

Due to the applicability of this subject to all age levels, it is one which may be carried through the entire school curriculum. It coincides with the objective for teaching retarded children which suggests that learning is best accomplished when related to life experience areas. The experiences, habits and attitudes learned in this unit will be beneficial throughout life for the individual. It is a subject which lends itself to varied sub-units, thereby making possible more complete coverage of all core subjects. Since the vocational age group will probably be the last opportunity for group instruction on family living, considerable attention must be given to the responsibilities that the student will soon assume as an adult. This particular unit can serve as a transition to more specific units later on sex education, child card and household management.

II. List Sub-Units (related theme)

1. food
2. grooming
3. housing
4. leisure time
5. money
6. health habits
7. safety
8. citizenship
9. clothing
10. courtesy
11. occupational selection
12. sex education
13. child care
14. homemaking
15. being a parent

III. General Objectives:

This unit on the Family is designed for the advanced special education pupil who is fifteen years old or more. As with all teenagers, new social roles are emerging for him with priviledges, responsibilities, and often problems which he has not previously encountered. It is hoped that this unit will guide him to form positive and wholesome concepts on the characteristics of good home life. Stress upon the relationship between teenagers and parents is presented to offset the current accepted fallacy of inevitable misunderstandings. By suggesting the student's opportunity to contribute his efforts to good family life, we provide him an image of the potential, responsible adult.

From this point, the unit considers the work contributions which the student may perform to make his home a more comfortable, pleasant, healthy and safe place. This includes coverage of purchase, preparation and storage of foods, housecleaning with appropriate types of cleaning compounds, safe and attractive upkeep of home exteriors, safety practices within the home and the care of sick persons in the home.

In presenting the aspects covered in the previous paragraph, application to future occupations should be considered. They should be emphasized as important tasks in which the added study is valuable. Domestic services in private homes, hotels, restaurants, hospitals and office buildings provide work areas for both male and female.

Within the context of family study, the wise use of leisure time may cover many angles. The student should become impressed with the importance of time spent together as influencing good family relationships. Healthy and pleasurable ways of filling this time need to be

explored. Budgeting both time and money are essential to sensible use of leisure time.

The direction of the unit is easily shifted from the family situation in which he now lives by pointing up the fact that his study has been upon adult responsibilities. In the near future, adult responsibilities will be fully his with independence of the parent's home and establishment of his own home and family. Assuming that previous studies have provided basic biological studies relating to sex education and boy-girl relationships, this should be covered to satisfy the needs particular to this older group.

Vocational considerations should be stressed as basic to the acceptance of independence and prior to family responsibilities. The selection of a job reasonable to ability and preference should be provided by good coverage of practical and available jobs these particular students will encounter. If a particular locale limits or expands job opportunities listed within this material, the teacher should adjust that coverage appropriately.

The selection of housing, budgeting income, care of children, sources of help for family problems and sharing responsibilities in the home are suggested for presentation to all class members. The idea of the importance of a cooperating, compatible couple should accompany the lessons on all facets of family responsibilities. By presenting the actual chores of family life as important, not only to survival and adequate living, but also as part of a whole and happy person, the teacher is fulfilling her goal of guiding the student toward self-direction.

IV. Core Areas:

A. Arithmetic Concepts

1. Show percentages on "budget wheel" relating to how income is spent on varied living costs
2. Compare prices on different foods, cleaning compounds, household items to learn means of saving and budgeting
3. Practice in measurement with baby formulas, administering medicine, and know measurement abbreviations of tsp., T., C., oz. and lb.
4. Compare costs of home versus outside services in areas of: home laundry equipment vs. laundromat or laundry, home-made clothes vs. ready-made, home repairs vs. service company repairs, child care by parent or baby-sitter
5. Make a budget of time similar to that for financial expenses, allowing time for sleep, meals, job, travel, personal hygiene and leisure time.

B. Social Competencies

1. Dramatic skit and tape recording of family situations, stressing positive aspects of family life
2. Reports on recreational facilities available for family participation
3. Panel discussion of parent and teenage relationships following film on same subject
4. Arrangement of furniture in model house

C. Communicative Skills

1. Experience chart
2. How to use classified section of newspaper
3. Filling in application forms
4. Composing family situation skits
5. Writing lists for groceries and menus
6. Recording of and listening to situation skits
7. Reading labels and recipes.
8. Individual reports
9. Lettering posters

D. Health

1. Discussion of wise methods of preparing and preserving, storing foods
2. Reading instructions and practicing dispensing of medicine and vitamins correctly
3. Preparing chart of menus according to needs for balanced diet
4. Prepare a bulletin board display on items for family medicine cabinet
5. Sex education film and discussion leader

E. Safety

1. Field trip in residential section of town to evaluate yards for safety factors
2. Demonstration and film on artificial respiration
3. Learn to recognize harmful household products that should be used with care and kept away from children

F. Vocational Skills

1. Practice in homemaking skills: bathing and dressing doll in bathinette and discussion of proper housecleaning methods
2. Reports on use of appliances
3. Design chart of interests and qualifications for specific unskilled jobs
4. Use chart as "aptitude" instrument for consideration by individual class members of possible employment situations

V. Rescurce Materials:

Tape recorder and tapes

Nutrition "Wheel"

Magazine Pictures

Household Cleansers -- labled

Model or "doll" House

Miniature Furniture

Green Gravel or Sand

First-Aid Instruction Manuals

First-Aid Kit

Paper or Blanket

Thermometer

Watch or Clock with Second Hand

Empty Medicine Bottles (prescription type)

Poster Paper

Newspaper -- Classified Sections

Adhesive Paper Tape

Catalogs Picturing Furniture Items

Measuring Cups and Spoons

Baby Bottles

Doll and Equipment for Baby Bath

Diapers -- Sample Baby Clothes

Equipment for Formula Preparation

Resource People: Guidance Counselor or Social Worker

Parents for Panel

VI. Vocabulary:

cooperation
disagreement
responsibilities
pleasant
privacy
nutrition
balanced
inexpensive
properly
scouring
product
area
hardwood
substance
caution
clogged
appearance
gravel
drain
lighting
sloped
non-skid
objects

located
appliances
fixtures
insulated
invalid
thermometer
fever
patient
tepid
enjoyment
probably
leisure
activity
budget
income
apply
credit
percentage
deduct
expenses
payroll
insurance

utilities
apartment
trailer
mobile home
residential
location
duplex
furnishings
guarantee
adult
faucet
outlet
ounce
pound
teaspoon
tablespoon
pride
needy
aid
disabled
welfare
medical

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
1. To develop appreciation of good home life through comparison of family-life situations.	Introduce unit by having class listen to taped situation typical of those seen of TV "soap operas." (Include negative, argumentative situations as well as pleasant, cooperative ones.) Follow with discussion: Is this natural? Point up good and bad representations of wholesome family life. Read: Family Living; Chapter 7. Divide the class into groups of 3 or 4 members; compose brief family situation representing positive characteristics. Present "skit" in front of class for comparison with tapes. Alternate: Read p. 2; "Going Steady," The Family You Belong To; Turner-Livingston. Summary: Experience chart. Lead into next lesson by suggesting that problems and differences arise within most families. Since students are approaching adulthood, they might consider what their responsibilities are and how they may contribute to better home life. First, to discuss typical teenage problems at home, why they come up, and what might be done about them. Seatwork: Worksheet # 1 Vocabulary: cooperation, disagreement, responsibiiities, pleasant, privacy.	Tape recorder and taped segment typical of daytime TV series (family situations) Book: Family Living; Evelyn M. Duvall, Ph.D.; MacMillian Co.; N.Y. -- Chapter 7 - segments to be read or used as source of teacher-led discussion. Alternate source: The Family You Belong To; Turner-Livingston Reading Series. Chart paper Duplicated worksheet (# 1) Vocabulary fill-ins	(To grow out of collective emphases for good home life characteristics as presented in skits:) Good family life is people living together happily. Fussing and being angry do not make a pleasant home. Saying kind things to each other and being helpful are ways of having a happy home life.

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
2. To explore areas of family relations through viewing parent-teenage problems from both sides.	<u>Social Competency</u> 1. Discussion of film(s) leading to expansion of family situation including teenager. <u>Communicative Skills</u> 2. Experience chart. Vocabulary: <u>understand</u>, <u>allow</u>, <u>decision</u>. <u>Communicative Skills</u> 3. Class writes anonymous list of questions and problems to be submitted to prospective speaker. <u>Communicative Skills</u> 4. Panel Discussion between selected class members and teacher-solicited parents on following points: a. What decisions should a teenager be allowed? b. When should a parent enforce rules on a teenager? Alternate for Lecturer and Panel: Lessons on pp. 6, 8, 12, 14, 16 of <u>The Family You Belong To</u>. Summary: Class Discussion touching on how attitudes and action may improve home situations. Stress teenager as active member of "team" with responsibilities and priviledges. Lead into succeeding lessons by asking what chores and duties are handled by class members with suggestion that we may contribute more at home if we talk about how to do these things well. Suggested List of Teenage Responsibilities to be covered: 1. Food purchasing, preparing, serving and storing 2. Use of house cleaning products 3. Keeping areas outside the house clean and safe	Films Speaker: Guidance Counselor or Social Worker Panel members chosen from select parents (not of class members) Make topics available ahead of time Book: <u>The Family You Belong To</u>; Turner, Richard H.	We often feel our parents do not understand us. Sometimes we seem to make our parents unhappy. It is not always easy to talk to our own parents. We have decided to discuss teenage problems with some other adults. In this way, we hope to understand and cooperate more in our own home. Alternate: Summary of chapters read in <u>The Family You Belong To</u> Curt and Roxine are "steadies." Curt has a stepmother he doesn't like and Roxanne's father is dead. Curt enjoys being in Roxanne's home because he feels wanted.

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
	4. Helping our families have a home safe from accidents. 5. Caring for family members who are sick. 6. Learning how to enjoy free time with our family		
3. To learn good health practice in preparing, serving, preserving and storing foods.	Referring to list of ways we can help at home, discuss that teen-agers can help families know more about good eating habits and actually purchase, prepare and serve foods good for the entire family. Stress that many men enjoy cooking, that some jobs available to men require such knowledge -- assign pamphlets to be read and reported upon according to interest and appropriateness. Reports may be given orally or written summarily for bulletin board display. Talk by school dietician: To Cover: a. Inexpensive foods that may be used in a variety of ways. b. Inexpensive foods which are high in nutritional value. Independent Assignment: Plan a week's menu to check against "wheel" of food requirements --include packed lunches. Summarize food for health briefly, and ask what other factors in home effect health. From answers on "cleanliness" suggest we may do household cleaning more effectively and economically by studying some of the products we use.	Agriculture Dept. Pamphlets School Dietician Bulletin board -- Display: "Wheel of Nutrition" (See Materials Resource list) Examples of poor and good meals	<u>Nutrition</u> Nutrition is the most important thing to think of when feeding a family. The amount of money we have to spend for food is important, too. We like to have food which tastes and looks good. So, we should know what makes a balanced diet, how to buy good, inexpensive foods, and how to prepare and serve food properly. <u>Vocabulary</u>: nutrition balanced inexpensive properly

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
4. To experiment for comparison with different household cleaning compounds. a. List prices and note least expensive and most effective. b. Add discussion of areas in home where cleanliness is particularly stressed, i.e., kitchen, bath, linens, baby's room -- and cleansers appropriate, safely used. c. Discuss safety practices in use and storage of cleaning products around children.	<u>Arithmetic and Safety</u> Discuss types of cleaners needed for different cleaning chores: 1. scouring powder - harsher dirt in areas where cleanser won't mar surface. 2. liquid cleanser - where scratches might show/not on finished wood/check if rinsing needed. 3. detergent - liquid or powder for dishes---compare costs and effectiveness ---same for clothing. 4. lye solutions - drain and toilet cleansers. Stress safety hazards and new products which do not contain poison or harmful substances. 5. others - wall cleaner (paper), furniture polish and wax, floor polish and wax. Seatwork: Fill in appropriate cleanser type for specific jobs and areas. Vocabulary: <u>securing</u>, <u>product</u>, <u>area</u>, <u>hardwood</u>, <u>substance</u>, <u>caution</u>, <u>clogged</u>. Summary: Trying out different products helps us decide which is best for the cost. Good cleaning equipment is important because a properly cleaned home is a healthy place to live. What about outside our homes? Isn't that important to a healthy and enjoyable home, too? Suggest Field Trip to get some ideas on how the outside of different homes affect the safety and appearance. Individual Assignments: Reports on specific cleaning jobs covered in Appendix of <u>Housing and Home Management</u>; Lewis, Burns and Segner.	Household cleansers with labels and prices. Available surface to demonstrate cleaning compounds. (If no formica-type in classroom, use kitchen or home economics room.) Book: <u>Homes With Character</u>; Hazel T. Craig and Ola Day Rush; D. C. Heath and Co.; Boston; 1965: Unit 9, Chapter 1 <u>Housing and Home Management</u>; Lewis, Burns and Segner; MacMillian Co.; N.Y. 1961 (see Appendix for Glossary of Cleaning Techniques	There are many brands of household cleaners. We experimented and found that some cheaper ones clean as well as those which cost more. We know how to test products for the best buy. Furniture and parts of your house may be ruined by use of the wrong cleaner. We have studied differnet kinds of cleaners and their uses.

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
5. Learning safety measures in upkeep of home surroundings.	Field trip around residential section for comparison of yards. Discuss features of attractiveness and safety. List safety hazards noted and others possible. Experience chart on field trip conclusions. List on board other areas surrounding home which should be checked regularly for safety features: garage sidewalks drainspouts driveways lighting yard free from dangerous holes Any openings for water supply or drainage should have safe covers. Driveways sloped gently; sharp curves avoided. Drains to prevent flooding where drive slopes to garage. Hedges, shrubs, trees, should not prevent clear view of street from driveway. Good lighting; outside of steps painted white. Non-skid surfaces on steps, paved walk, drives. Class project: Assign individuals (or groups) to make sample "yard" for model house. Part of class uses string and "flag" type signs for indicating areas of safety practice.	Pictures on home surroundings, both attractive, unattractive, safe and hazardous. Model or "doll" house Green gravel or sand for yard area Strips of paper (adhesive) tape for sidewalk and drive.	A clean yard is important to safety and appearance of a home. A yard should not have holes in which someone could fall. The grass should be cut evenly and often and raked. Toys, bikes, rocks, rakes and other objects should not be left in a yard. Voacbulary: appearance gravel drain lighting sloped non-skid

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
6. To learn safety in relation to the people in the home, with discussion of accident possibilities and how to handle them.	Review: Briefly review safety practices for exterior of home, lead to interior with reference to safety factors studied for use of household products. What other areas inside our home might be safety hazards? Discussion should cover: stairs, bathtub, stoves and heaters, kitchen utensils and tools -- kinds of accidents possible: burns, falls, cuts, bruises. Read to class: pp. 131-137 in <u>First Aid Textbook for Juniors</u>; selection on "Home Safety"; Chap. 6 for demonstration of artificial respiration -- class participation in practice of respiration. Experience chart. Assignment: Copy experience chart and take home. Return to class with rating of own home safety and discussion of what individuals have done or might do in areas not up to safety standards.	First-Aid Instruction sheets for distribution to class members Sample First-Aid Kit Paper or blanket on floor for respiration practice Bulletin board display on items needed in family medicine cabinet: Mecurochrome antiseptic band-aids aspirin burn ointment thermometer Book: <u>First Aid Textbook for Juniors</u> American Red Cross; Doubleday and Co.; Garden City, N.Y.; 1953.	<u>Home Safety Check</u> (see worksheet # 3) <u>Vocabulary:</u> objects located appliances fixtures insulated

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
7. To gain some ability in home care of sick.	Health: Discuss fact that what we have learned about household products gives a knowledge of how to have a clean house which is necessary for health and is a "preventive" measurse. Bring in fact that illness may, nevertheless, occur and care of sick persons is part of home duties. Our medicine cabinet display includes things for illness as well as accidents. Occupational Skill: Present care of sick persons as possibility of job in capacity of companion. Use Today's Health Guide, page 371, for coverage of following topics: 1. the patient's bed 2. planning the attendant's day 3. supplies: demonstrate how to take temperature reading (briefly explain fahrenheit) 4. care of bed patient 5. taking the pulse 6. giving medicines (show prescription labels, read and discuss for understanding of instructions) Summarize unit to this point by mentioning that we have studied the teenager and how he can be a helpful person in his home. We should also consider the pleasure that home and family bring. Prior to next lesson, students should be thinking of what he does for fun and how much free time is spent with his family.	Book: Today's Health Guide; American Medical Society; 1965 Thermometer Watch or clock with second hand Empty prescription bottles or boxes for experience in reading and following same.	If there is an invalid living with us, or if any member of our family becomes sick, we may help take care of him. Also, we may get a job taking care of a sick person. We have learned things to help us do this. A patient's bed should be safe, comfortable and clean. The person who takes care of someone who is sick should plan the day so that he or she will get enough rest. Normal body temperature is 98.6 F and we learned how to use a thermometer to see if there is fever. Vocabulary: invalid thermometer fever patient tepid

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
7. Home Nursing (additional)	Display suggested books -- specific portions which might be used by teacher or students: Family Nursing and Child Care; Riehl Chap. 1, "Home Nursing as a Possible Vocation" Chap. 5, "Your Place in the Family" Chap. 12, "The Patient's Unit" (good illustrations of bedmaking) Home Nursing Handbook; Fleming Page 31 - check list for signs of illness (might be duplicated for hand-out to class) Pages 55-59 - bedmaking Pages 88-90 - medication	Books: Home Nursing Handbook; Mary Owens Fleming; D. C. Heath and Co.; Boston; 1966 Family Nursing and Child Care; C. Luise Riehl; Charles A. Bennett Co., Inc. Peoria, Ill.; 1966	

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
8. To learn wise use of leisure time within the family. a. Ways a family may have fun together b. Budgeting time for appropriate use c. Considering costs of recreation	Discuss film on recreation with questions: Why do we need "leisure time"? (establish understanding of that term) How can use of leisure time affect family life? What factors should influence selection of leisure time activities? a. cost b. time available c. things to be gained from specific activity What are ways of family fun together? Mention that money budgeting to be covered later will include recreational expenses, but time budgeting might be considered now. Illustrate on board how to list activities and see where hours go for individual class members. Note that totals will vary and not be the same daily. Have students note how the leisure time they have might be wisely used. Review entire unit through discussion freely contributed to by class members. Conclude by saying that our Family Study will now move to "looking at life" from a different position. Students are growing into adults who will soon be getting married, taking full-time jobs, moving out of the homes they now live in and having many new responsibilities.	Film: Sample: Time Chart on board Number of hours in day: 24 Activity — Hrs. Req. sleep 8 meals 2½ personal hygiene (bathing, dressing, etc.) 1 school 6 work assignments 2 homework 3 total 22½ 24 -22½ leisure 1½ Book: Management for Better Living; Mary Catherine Starr; D. C. Heath and Co.; Boston; 1963: Unit II, Chapter 1.	Everyone needs free time to use for his ow enjoyment. We have learned that leisure time may be planned sc that it is fun and als makes happier persons of us. We plan to see how we use our free time for a week. We will probably learn new ways to have fun and use our time in better ways. Vocabulary: enjoyment probably leisure activity budget

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
9. Sex education for awareness of importance of how teenagers view the subject in relation to future status as a marriage partner.	Lesson included in the form of an outline accompanying written discussion to be used as suggested coverage to be altered or expanded upon teacher's judgement and consideration of background and previous curriculum coverage for particular class.		

LESSON # 9

Outline for Suggested Lesson on Sex Education

I. Sex Discussion

A. People often think children should be told nothing about sex

B. The way you talk and think about sex is indicative of maturity

C. Sex is an adult responsibility

II. Nature's Contribution to Sexual Development

A. As teenagers, our bodies change to prepare us for child conception

B. Feelings of sexual stimulation are experienced with our physical changes

C. These changes, physical and emotional, are natural and good

III. Importance of How Sexual Desires are Handled

A. Teenagers need to realize that sexual desires are a natural part of their physical development

B. Sexual fulfillment is not necessary for basic survival

C. Reserving sexual fulfillment as a part of married love is sign of maturity

LESSON # 9

Sex Education

The following material has been written as suggestions for teacher coverage of Sex Education for this advanced group within the context of the Family and Home Unit. It is to be used as deemed helpful and is written due to the lack of prepared subject matter suitable for the academic level of these students.

One of the big things we think of when talking about marriage is sex. In this study of the Family we have talked of many things you will be responsible for as an adult. We know that you have heard talk about sex since you were small children. Too often this talk is in a joking way and makes you feel it is wrong. That is because for many years people felt that sex was not to be talked about by children because it is a responsibility of adult life. You are now beginning to think as an adult and no longer need to hide your knowledge about sex because you feel you must pretend you don't know about it. But the way that you think and talk about sex is one sign of how ready you are to be treated as an adult and to face the priviledges and responsibilities of marriage.

Does anyone want to explain why I say that sex is an adult responsibility? (Stress last word -- write on board.) Well, we know that the main reason for sexual relations between a man and a woman is to form a baby. In our country we feel that only married couples should have a baby so that it may be loved and cared for and there will be money enough to support it. This is only one reason but a very good one for saying people are not ready for sexual relations until they are married. Now, I have said that a baby is one reason for sexual relations. Our bodies are made different; some of us are women and some are men, for this very good purpose. But the way we are made is not the only thing Nature has done to help us be a part of the wonderful priviledge of bringing a

baby into this world. We have <u>feelings</u> that cause men and women to be attracted to one another, to want to be together. Your bodies began developing for being adults when the boys started having beards and the girls' hips and breasts got bigger and they started having menstrual periods. At the same time, we began to have the feelings that are a part of becoming an adult. From the time we are small children, we know when we need or want food because we <u>feel</u> hungry. We know when we need heavier clothes on because we <u>feel</u> cold. We know not to keep our hand on a hot stove because we <u>feel</u> pain. Our wonderful bodies are made to lead us to do what is natural.

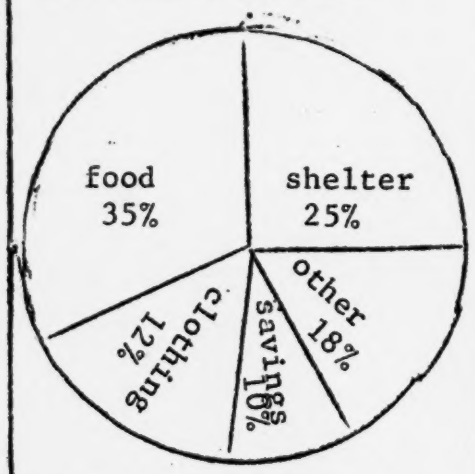
We have said that our bodies start changing in the ways that cause us to look like adults so that we may take the responsibilities of being an adult. You have already learned the reason for menstruation is to make the eggs inside a woman's body which are joined with the sperm from the man's body to form a growing baby. The sperm start growing in the boy's body when his body becomes more like a man's. So, in these ways Nature gives us the equipment for "making babies." But what if men and women didn't have any feelings that made them want to be together any more than you want to touch or be closer to just anyone you see on the street or in the hallway at school. It isn't that way, though. Nature gave us feelings at the same time our bodies began to change. These are feelings which make us enjoy touching each other's bodies and makes a boy or girl want to go on kissing <u>after</u> that one "good night kiss." These are the feelings which are part of sexual relations between a man and a woman and lead to intercourse which we know is the act that makes the sperm from the man meet the egg in the woman and grow inside her body for that miracle which is the birth of a new baby. Isn't it great that Nature has given us these feelings? If we didn't have them, there probably wouldn't be many new babies born and this world would begin to get lonely without people! This seems like

a simple and pretty story when we talk about it his way, doesn't it? We wonder why you get that feeling that it is ugly or wrong that we mentioned before. Let's think about that. Why do people use our pretty story for dirty jokes? We said sex was an adult responsibility because a baby needs an adult to care for it. But Nature makes our bodies ready for being able to have babies long before most people are ready to marry and earn enough money and know how to take care of a baby. Now, we go back to those feelings that Nature put in us when our bodies changed. They are very strong before we are ready for those adult responsibilities. They are so strong that often boys and girls think they must satisfy them just as they eat food when they feel hungry, put heavier clothes on when they feel cold, or take a hand off a hot stove when they feel pain. But we need to know that these feelings, even though they seem as strong when we have them, don't have to be satisfied. Why, we would starve if we never ate, freeze if we didn't have the right clothes, and real pain is a warning to protect us from sickness or death. So you see that "sex feelings" we have are different. They don't have to be satisfied for us to live. That doesn't mean it is easy for a boy not to "push" a girl to satisfy his feelings or for a girl to say "no" to a boy she likes very much and wants to please. We know that many teenagers treat this like a game. They probably have never really thought about what it means. They are not treating these "special" feelings any differently than the feelings of hunger, thirst, cold or pain. They are not acting like adults even though it may make them feel "grown-up." You see, Nature did not quit on her job in just giving us these feelings that make men and women want to be together. What you feel now -- the attraction of boys for girls and of girls for boys is just like what Nature gave animals so they can have babies. Boys and girls should feel this. It is natural. But it is only the

part that goes with our bodies being ready to be adults. As human beings we have more than animals have. We can think more and feel more. Part of what we feel more is being able to love. Our sex feelings may be satisfied without being in love or married. People who choose to do this are not letting themselves be the whole or completed person Nature made us to be. Boys and girls who wait to have sexual relations with the person they love enough to marry have been smart enough to put together all that Nature gave us to be adults. This is the way we should think of sex. It may not be easy when other teenagers don't act this way. But if you wait and place sex where it belongs, as a part of married love, you will know you are the teenager who is really growing in the right way to being an adult.

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
10. Vocational considerations needed for full-time employment.	Stress that an adequate and assured income is essential before a couple considers marriage. The selection of a vocation should be based upon: what jobs are available, what jobs the individual is qualified to do, and where his interests lie. Introduce Finney, "Occupational Series" and cover material in Supplement, Vol. I - Unit 2. Newspaper want-ads should be covered also (not mentioned in Supplement). Have classified section for each member -- demonstrate where ads are listed. More detailed information and workbook materials in source listed from Richards.	Newspaper - Job Opportunities - want ads. Getting and Holding a Job; Bernard Schneider; Richard Publication Bulletin Board display: poster paper - large - figure in middle: questions (from sample Experience Chart) written around figure - title: Time to Find a Job. Magazine cut-outs illustrate each question such as: 1. pictures of physical labor and "sit down" type job 2. show worker carrying lunch pail 3. workers leaving a plant 4. picture of Home Economics or Shop class 5. money, pay envelopes, etc. 6. worker buying uniforms or tools 7. work outside in cold and pleasant environment 8. sample want-ads	Learning about different jobs will help us when we go to work full-time. Before applying for a job, we should know: 1. what kind of job it is 2. what things I must do 3. what the working hours are 4. what schooling I need 5. what the job pays 6. what money I need before starting the job 7. good and bad things about the job 8. ways to get this job Vocabulary: income apply occupation

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
10. Vocational considerations needed for full-time employment. (con't)	Display eleven volumes of Finney series for "browsing" period of 15 minutes. Have books located under bold lists of occupations covered within. Instruct students to find 1 or 2 occupations they wish to seriously consider. Check books out accordingly for students to read desired coverage. Teacher should be available for any questions and follow up with supplemental information as may be needed.	Finding Your Job, occupational series; Finney Company List of jobs covered in individual volumes -- Display books for selection according to vocations appealing to students.	

OBJECTIVES	ACTIVITY	MATERIALS	EXPERIENCE CHART
11. To recognize skills needed for establishment of own home with consideration of budgeting income realistically.	Introduce budgeting as a basic good habit to be practiced from the beginning of earning a salary. With establishing one's own home, there are many expenses. Budgeting helps us keep a list of everything that must be paid; it shows where our money goes; helps us know how much income is left over for saving or extra things we might need or want. Use bulletin board "expense wheel" to illustrate how we may generally estimate where a family's income goes. To be more accurate, we use a written budget. Use illustration of family of four with annual income of $4500 for board work class participation. Use following problems: 1. How much is monthly income? $12\overline{)4500}\ 375$ 2. Discuss what is reasonable monthly food bill -- deduct amount from income -- suggest $120 -- remainder $225. 3. Ask what rent or house payment would be wise within this income? Point up that amount for "shelter" -- should include utilities and upkeep of home and surroundings. Suggest $85. 4. Ask for suggestions of "other expenses" in addition to insurance and clothing, i.e., car and transportation; medical emergencies such as dental costs not covered by medical insurance; school supplies; recreational funds: movies, books, magazines, swimming, skating, toys; house repairs; cosmetics; gifts; contributions. Point up that many of these expenses occur regularly or frequently and are often	For bulletin board  Film: Your Family Budget U-2874 Worksheet for Lesson # 12 - duplicated Pamphlets: Your Shopping Dollar and Your Budget; Household Finance (see Material Sources reference) Book: Homes with Character; Hazel Craig and Ola Day Rush; D.C. Heath Co.; Boston; c 1965: Unit I, Chap. 2 Book: Managing Livingtime; Margaret Raines; Charles A. Bennett Co., Inc.; Peoria, Ill.; c 1964. Bulletin board suggestion: reproduce chart on Credit, p. 63 in above	A budget helps us see how we spend our money. Everyone with a salary should keep a budget. Newly married couples need a budget to keep them from spending more money than they make. Also, they can see how much money they may save. Vocabulary: credit percentage deduct expenses payroll insurance utilities

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
11. To recognize skills needed for establishment of own home with consideration of budgeting income realistically. (con't)	the cause of poor planning and lack of funds due to not being considered as real expenses. Mention here that we must often do without some unnecessary items to live within our income. 5. Note that $140 left must cover clothing, payroll deductions and these expenses. Assignment: Worksheet for Lesson # 11 -- Budgeting. Part II: Discuss or read orally Chapter II, pages 62-76 in Managing Livingtime -- "Using Credit Wisely."		
12. To develop sound ideas on selection of living quarters and familiarity with types.	After a couple decides to marry, they must find a place to live. Discuss positive factors of own home area and disadvantages of living with family. Free discussion of types of homes in which a newly married couple might live: apartment, single dwelling, duplex, trailer, etc. -- next, ask what should decide choice of type of home: size of family, economic status, location, condition. In discussing location, stress: appearance, convenience, community services (police, fire protection, transportation, streets and lighting well-maintained), neighbors, living costs with respect to transportation, insurance, utilities and community services, privacy and character of the community, i.e., is the residential area set apart from business district, is heavy traffic routed around residence. Briefly mention renting vs. buying and fact that few newlyweds are in position to buy due to finances and indefinite plans on where to settle.	Pictures of different types of dwellings - sample floor plan, such as found in many Sunday papers. Pamphlets: Your Housing Dollar Household Finance (see Material Sources reference) Book: Homes with Character; Hazel T. Craig and Ola Day Rush; D. C. Heath and Co.; Boston; 1965: Chap. 6, Unit 2	Married people without children do not need a big house if they live alone. An apartment or trailer will cost less and be easier to care for. As a couple begins to have a family, they need more room, as in a bigger house. Choosing a home to rent or buy should include cost, space, location, condition and attractiveness to renter or buyer.

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
12. To develop sound ideas on selection of living quarters and familiarity with types. (con't)	When housing is chosen, a couple is able to establish a better idea of what their living expenses will be.		Vocabulary: apartment trailer(mobile home) residential location duplex
13. To examine necessary items of furniture, the costs and tasteful arrangement within the home.	Although it is possible that a young couple may rent a furnished apartment or house or trailer, many must furnish their own quarters. If it is possible to buy furniture, that is the wiser move. Everyone enjoys choosing furniture to suit his taste and eventually most everyone does buy furniture. Used furniture is often in good condition and very adequate for newlyweds. Used furniture stores should guarantee cleanliness and freedom from insects in anything sold. Use newspaper, magazine ads, catalogs to compare wide range of prices on types of furniture. Board project: List types of furniture items (from ads, catalogs, calls or visits to furniture stores) and total cost of furnishing each room. Arrange furniture in model house.	Model or "doll" house with miniature furniture available for each room. Book: Homes with Character; Craig and Rush; Unit 6.	We have enjoyed studying about furniture. We found out that some furniture costs very much. Used furniture may be found which is in good condition and does not cost so much. We think it will be fun to buy and arrange furniture when we have our own homes. Vocabulary: furnishings guarantee

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
14. Sharing responsibilities in the home.	Discuss "duties" and roles of male and female within a marriage. Questions: 1) Should a wife work? 2) Should a man help with household chores and child care? Direct toward positive answers with idea that household chores done by the man to provide shared leisure time do not demean his stature; that home is for the comfort and pleasure of all, and the value of working together. Refer to discussion of Leisure Time usage as reinforcement. Assignment: Individuals get estimates on typical home repair services, i.e., clogged drain, leaky faucet, broken water-pipe, burned-out TV tube, frayed electric cord. Lead class discussion on comparison of cost -- hired vs. home repair. (List parts needed and cost for home repair.)	Pictures: couples working together and separately in home -- "Daddies" with children, "happy home" scenes; Pictures: appliances for home use -- washer dryer stove refrigerator vacuum cleaner Film: Family Life U-2689 Books: Housing and Home Management; Lewis, Burns and Segner: Chap. 7 - "Housekeeping and Management" Homes with Character Craig and Rush; Unit 9, Chap. 2 - "What General Home Repairs May You Learn to Make?"	Looking Toward My Family Having a family means being an adult. A person must expect to earn a living and take care of a home and a family. Women and men need to know what kinds of jobs they can do and how to get them. They also need to know how to take care of babies and keep house. If a wife works outside the home, a man may help with work in the home. Both should help with child care. Vocabulary: adult faucet outlet

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
15. Recognizing the responsibilities of parenthood.	Discuss that responsibilities within marriage grow and the first baby brings about many changes. Ask students for comments. Guide inclusion of: 1) pleasure of beginning own family 2) watching your child grow and learn and helping him 3) closer feelings between husband and wife 4) more time spent at home 5) added expenses 6) added duties in home Stress child care to be shared by both parents and closeness gained through this. Read: Chap. 7 - "Steps in Home Living" (from baby-sitter angle but in terms very understandable and applicable to this lesson.) Class Activities: Baby bath: use pp. 317-323 in Riehl text for bath instructions. Folding diapers: for arithmetic - have one diaper prefolded; class members measure it for comparison of unfolded diaper measurement to see how much material is taken up by the folding (which aids absorption now and will later expand with baby's growth) Preparing formula: use pp. 329-330 (Riehl) for instructions; arithmetic stress on measuring spoons and cups with good recognition of amounts and difference. Questions: Will our 32 oz. pitcher hold enough liquid to fill all our bottles? (six 8 oz. bottles and two 4 oz. bottles) If the baby drinks only four ounces at six feedings, how much formula do we use in all?	Books: Family Nursing and Child Care; Luise Riehl, R.N. pp. 314-324. Steps in Home Living; Florence M. Reiff; Chap. 7. For doll "bath": doll bathinette or sink bath apron bath towels 3 wash cloths face towels 1 lb. absorbent cotton 1 pkg. cotton swabs 1 metal or wooden tray: 1 covered jar for cotton balls 1 covered soap dish with cake of mild or castile soap flat covered dish (for oil) bath thermometer (or test with elbow) clean baby clothes diapers	The care of babies and small children is something we do now as family helpers and baby-sitters. When we have our own families we will need to know more about it. A baby in the home means more expense and work, but it also means much pride and pleasure.

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
15. Recognizing the responsibilities of parenthood. (con't)	Vocabulary: ounce, pound, teaspoon, pride Vitamin-Medicine administration: Practice using dropper to fill to cc. marks indicated for dose and administering (on paper towel) Stress need for regular medical consultant to check on infant progress.	For formula: sterilizer with rack or deep kettle Six 8 oz. and two 4 oz. bottles, caps and nipples one 32 oz. measuring pitcher set of measuring spoons long-handled mixing spoon or stirring rod funnel strainer pair of long-handled tongs can opener table knife (for leveling powdered milk or sugar) dinner plate (to serve as sterile tray) nipple jar with perforated lid for sterilizing nipples Sample vitamin bottle with dropper	

OBJECTIVES	ACTIVITIES	MATERIAL	EXPERIENCE CHART
16. To become aware of sources of help for family problems a. Family Service Agencies b. Medical and Health Agencies c. Churches d. Children's Agencies	Open lesson with statement that our look at being a member of a family, either in the home with our parents or in the future homes we establish as adults, has shown us that a good family is of great importance and also that it means working hard and seriously. We know that doing a good job of the things we have studied will help very much to give us a happy home and family life. We have all lived enough years, though, to know that problems which may cause unhappiness do come up in homes. This can happen even when people are trying very hard and doing things the right way. What kinds of things might happen to cause a real need for help from someone outside our own home? Lead discussion to include: 1) sickness 2) death 3) not being able to find jobs that pay enough money for family needs 4) accidents which disable the person who pays the bills Note: The discussion may be continued by asking for suggestions on where help comes from, or teacher may wish to insure proper concepts by covering entire subject. The important objective of this lesson is to form positive attitudes toward public assistant agencies and recipients of their services. Take up discussion from suggestions of reasons for need of help -- continue: The government of our country, working with people in each state has services to help families who face such problems. We have heard people talk about "the welfare," but just what does this mean? There is	Government pamphlet: FS 14.202: P.96/10 "Bureau of Family Services" - (10¢) Any literature on local services available	We have learned where families may get help when they have problems they cannot handle for themselves. Our government helps sick people, disabled people, blind people, children and people who cannot find work. Vocabulary: needy aid disabled welfare medical

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
16. To become aware of sources of help for family problems. (cont.)	help for different problems in different offices. They are usually found in the County Welfare Office -- in a building by itself or in the Court House (specify location of your area). The kind of help given by the welfare department is: 1) cash or money to buy food, clothing, shelter and other things people <u>must</u> have 2) payments to hospitals, doctors and others for medical care 3) and what we call "social service" to help people solve personal problems or money problems so that soon they may take care of themselves. Children are helped when the parents can't make enough money to take care of them. Blind people and those who are crippled or have something wrong that causes them not to be able to work are also helped. These are all things which may happen to good people who work hard and we are fortunate to live in a country which helps people when they have problems. The people may still live healthily and safely and learn to help themselves as much as possible. The problems we have talked about are some that might cause people to be hungry, cold, sick, nervous, or even to die sometimes if something weren't done about them. These are not the only kinds of problems which come to families. Many things may cause people to be unhappy at home. This becomes so bad sometimes that mothers or fathers or children feel like leaving the home and not trying to be a part of the family. Any time this happens, we should remember that it is not so unusual and is something we can't expect to handle alone. Many people study how to handle these problems the right way and help		

OBJECTIVES	ACTIVITIES	MATERIALS	EXPERIENCE CHART
	married couples and families all the time. The minister of a church is always glad to do this. And the Family Service Bureau is something like a school guidance counselor helping families work out problems themselves. The social workers at the Welfare Office do this. They also help young married couples who want to plan their families -- not have children until they work and save enough money to be sure the child will be cared for. We should find out where these places are and meet some of the people who work there. Plan a field trip to the Welfare Offices for exposure to people who are kind, easy to talk to, and willing to pay attention to students. This trip should be carefully pre-arranged by the teacher for the proper effect.		

WORKSHEET # 1:

Use the following words to fill in the missing words in each sentence:

cooperation	responsibility
argument	privacy
pleasant	

1. Each family member should know and take care of his _____.(responsibility)

2. When people quarrel over something on which they do not agree, we call it an _____.(argument)

3. It is important to be able to have _____ in your home when it is needed. (privacy)

4. People working well together show _____.(cooperation)

5. When people cooperate, a home is usually _____.(pleasant)

WORKSHEET # 2:

Which of these cleanser ↓	Fits this Job? ↓
1. Scouring Powder	(3) Tile Floor
2. Lye Solution	(1) Kitchen Sink
3. Liquid Cleaner	(5) Toilet
4. Detergent	(4) Family Wash
5. Toilet Bowl Cleaner	(2) Clogged Drain

WORKSHEET # 3:

Home Safety Check:

Kitchen:

_____ Sharp objects stored safely

_____ Pot handles always turned inward on stove but not over another burner

_____ Stove located where burns are not so likely to happen

_____ Good lighting on stove top and work surfaces

_____ Appliances arranges so that sharp points don't stick out or people bump into them easily

_____ Floors easy to walk on/not so slick that one might fall

_____ Electrical outlets located to avoid need for stretching cords across places where people work or floor and away from sink

_____

Bedrooms:

_____ Electric outlets near all possible bed locations

_____ Easy way to get out in case of fire

Bathrooms:

_____ Fixtures located to help avoid falls

_____ Electric outlets located to avoid danger of shocks

_____ Good lighting over medicine cabinet

_____ Grab bars for tub or shower stall

_____ Non-skid floors

_____ Any electric heater placed so people don't get burned

_____ Electric light switch at door

_____ Insulated pull cords on individual lights

_____

General:

_____ Doors located so they can stand open without hazard

_____ Windows that are easy to operate and clean

_____ Window sills at least 30 inches from floor on upstairs windows

_____ No dangerous changes in floor level

_____ Good lighting, strong shelves, hooks, rods in closets

_____ Inside handles and vents in closet doors

_____ Inclosed storage space for cleaning equipment and garden tools

_____ Halls well lighted and at least 3 feet wide

_____ Locks and bolts beyond the reach of small children

_____ Hand rails on all stairs

WORKSHEET: FOR LESSON # 11 -- Budgeting

Jim and Betty have been married for two months. They do not have a television set, but would like one. Jim suggests, "Betty, we need a budget to see how much we can save."

Betty says, "That's a good idea. We can see how long it will take to get one by doing that. It might be fun, too!"

This is the budget Jim and Betty made:

Jim and Betty's total "take-home pay" = $336.00 a month

Month	Rent	Food	Gas & Electricity	Telephone	Insurance	Car Expenses	Misc.
May	$50.00	$80.00	$10.00	$ 6.00	$10.00	$12.00	$50.00

Total monthly expenses = $218.00

Possible savings per month _____

Cost of television _____

How long to pay cash _____

Are there other ways to get TV sooner? How?

RESOURCE MATERIALS

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2. Turner, Richard H., The Family You Belong To, Follett Publishing Co.: Chicago, 1962.

3. Craig, Hazel T. and Rush, Ola Day, Homes With Character, D. C. Heath and Co.: Boston, 1965.

4. Lewis, Doris S., Burns, Jean O., and Segner, Esther F., Housing and Home Management. MacMillan Co.: New York, 1961.

5. American Red Cross, First Aid Textbook for Juniors, Garden City, New York: Doubleday and Co., 1953.

6. Bauer, W. W., Editor, Today's Health Guide, American Medical Association, 1965.

7. Fleming, Mary Owens, Home Nursing Handbook, Boston: D. C. Heath and Co., 1966.

8. Riehl, C. Luise, Family Nursing and Child Care, Peoria, Illinois: Charles A. Bennett Co., Inc., 1966.

9. Starr, Mary Catherine, Management for Better Living, Boston: D. C. Heath and Co., 1963.

10. Scneider, Bernard, Getting and Holding a Job, Phoenix, New York: Frank E. Richards, 1966.

11. Finney Company, Finding Your Job (Occupational Series), Minneapolis: Finney Company, 1962.

12. Raines, Margaret, Managing Livingtime, Peoria, Illinois: Charles A. Bennett Co., Inc., 1964.

13. Ahern, Nell Giles, Teenage Living, Boston: Houghton Mifflin Co., 1966.

14. Reiff, Florence M., Steps in Home Living, Peoria, Illinois: Charles A. Bennett Co., Inc., 1966.

RESOURCE MATERIALS

Pamphlets, Posters and Documents and Sources from which they may be ordered:

Lesson # 3

Simplified Housekeeping Directions for Homemakers; HH 3.2: H81/6/965
15¢ each (GPO) -- pamphlet

Money-Saving Main Dishes; A 1. 77:43/3 20¢ each (GPO) -- pamphlet

Selecting and Buying Food: Food for Young Families; A1. 68: 696
5¢ each (GPO) -- pamphlet

Meal Planning Made Easy: Food for Young Families; A1. 68:695
5¢ each (GPO) -- pamphlet

Order from:
Superintendant of Documents
U. S. Government Printing Office
Washington, D. C. 20402
(Indicate reference number listed above)

Food for Your Family -- pamphlet and nutrition wheel

Order from:
Department of Home Economics Services
Kellogg Company
Battle Creek, Michigan

"Shield of Good Health" -- poster 17 x 22, showing four groups of vital foods

Order from:
Wheat Flour Institute
309 West Jackson Blvd.
Chicago 6, Illinois

A Guide to Good Eating -- poster and supplement on foods and nutrition -- available in classroom quantities

Order from:
National Dairy Council
111 North Canal Street
Chicago 6, Illinois

Lesson # 11

Your Shopping Dollar -- pamphlet

Your Budget -- pamphlet

Order from:
Money Management Institute
Household Finance Corporation
Prudential Plaza
Chicago, Illinois 60601

Lesson # 12

Your Housing Dollar -- pamphlet

Order from: Household Finance source listed for Lesson # 11

Lesson # 15

An FHA "Quick Guide" to Buying a Home; H2.6/6: H75/4/965.2

Order from: GPO source listed for Lesson # 3